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Intent

Our vision. Through inspirational teaching, all our children have the confidence to achieve success in a safe and healthy school with Christian values at its core. At Deddington Primary School, we want our pupils to achieve the highest standards possible through a coordinated and sequenced scheme of high-quality learning experiences. We aim to foster life-long learning behaviours through: independence, resilience, choice, collaboration and personal discovery. We want our pupils to be fully prepared and equipped for the next stages of their education and for life in modern Britain.

We use the Kapow Art and design scheme of work to inform our planning of lessons which build on children's skills and knowledge. We aim to inspire pupils and develop their confidence to experiment and invent their own works of art. Our Art and Design Scheme is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Our scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies

Implementation

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

We offer an environment which encourages pupil achievement in all areas of Art. Clear progressive skills forming the foundation of the delivery and assessment of Art. All pupils are encouraged to discover, explore and develop their own personal skills, talents and interests through a wide range of learning opportunities within the Arts, our Art curriculum gives those children who have a particular skill in this area to work at greater depth.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary

Impact

Pupil's should leave us equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond. They produce creative work, exploring and recording their ideas and experiences. They will be proficient in drawing, painting, sculpture and other art, craft

and design techniques. They are able to evaluate and analyse creative works using subject-specific language. They will know about great artists and the historical and cultural development of their art. They meet the end of key stage expectations outlined in the National curriculum for Art and design

The National Curriculum for Art and Design across Key Stages

Key stage 1

Pupils should be taught to:

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2

Pupils should be taught to:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

About great artists, architects and designers in history

Deddington Church of England Primary School Art and Design Curriculum overview

Subject strands: Drawing Painting and Mixed Media Sculpture and 3D Craft and design

Curriculum topics by term.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Stand Alone Lessons
EYFS	Drawing Marvellous Marks			Painting and Mixed Media Paint My World		Sculpture and 3D Creation Station	Seasonal Crafts as and when relevant throughout the year.
Crafts (EYFS only)	Autumn Craft Autumn wreaths	Christmas Craft Salt dough decorations	Winter Craft Threaded snowflakes	Spring Craft Suncatchers	Easter Craft Egg threading	Summer Craft Salt painting	
EYFS Significant Artists	Beth Cavener, Julie Wilson, Megan Coyle						
Year 1		Drawing Make your mark Painting and Mixed Media Colour splash		Sculpture and 3D Paper Play		Painting and Mixed Media Colour splash	Craft: Woven Wonders (Lesson 1.2. and/or3)
Yr 1 Significant Artists	Marco Balich Louise Bourgeois Samantha Stephenson Judith Scott Cecilia Vicuña Renata Bernal Ilya Bolotowsky Zaria Forman Wassily Kandinsky Bridget Riley Clarice Cliff						
Year 2	Craft and Design Map it out		Painting and Mixed Media Life in colour		Sculpture and 3D Clayhouses		Drawing: Telling a story (Lesson 2, 4 and/or 5)

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Yr 2 Significant Artists	Ranti Bam Rachel Whiteread Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell Quentin Blake Romare Bearden Jasper Johns						
Year 3		Drawing Growing Artists		Craft and Design Ancient Egyptian Scrolls		Sculpture and 3D Abstract shape and space	Painting and Prehistoric painting. (lesson 1, 3 and/or 4)
Yr 3 Significant Artists	Ruth Asawa Anthony Caro Max Ernst Carl Linnaeus Georgia O’Keeffe Maud Purdy						
Year 4	Drawing Exploring shade, tone, proportion and texture		Painting and Mixed Media Light and dark		Sculpture and 3D Mega materials		Craft and Design – Fabric of Nature (lessons 1, 2 and 3)
Yr 4 Significant Artists	Sarah Graham, Nicola McBride, Beatriz Milhazes, Paul Cezanne, Clara Peeters, Audrey Flack, Magdalene Odundo, Barbara Hepworth, Jaume Plensa, Sokari Douglas Camp, El Anatsui, Ruth Daniels, Senaka Senanayake, William Morris						
Year 5		Sculpture and 3D Interactive installation		Drawing I need space		Painting and Mixed Media Portraits	Craft and Design, Architecture (lesson 3,4 and 5)
Yr 5 Significant Artists	Cai Guo-Qiang Zaha Hadid Friedensreich Hundertwasser Teis Albers Karen Rose Chila Kumari Singh Burman Njideka Akunyili Crosby Vincent van Gogh Frida Kahlo Maggie Scott						
Year 6	Painting and mixed media study Artist Study		Craft and design photo opportunity		Sculpture and 3D Making memories		Painting and Mixed Media, Artist study (Lesson 1, 4 and/or 5)

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Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell Derek O Boateng Chuck Close Albrecht Durer Hannah Hoch
Graham Holland Edvard Munch Chris Plowman Edward Weston Dan Fenelon Diego Rivera Leonardo Da Vinci Frank Bowling Richard Brackenburg David Hockney
Lubaina Himid Fiona Rae Paula Rego John Singer Sargent

		Term 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
F1	Topic	Drawing Marvellous Marks			Painting and Mixed Media Paint My World		Sculpture and 3D Creation Station
	'I Know' The knowledge to be learnt	This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.					
	Key Vocabulary	Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Selfportrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag			Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe		3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet
	'I can' The skills to be developed	Explore mark making using a range of drawing materials. <ul style="list-style-type: none"> Investigate marks and patterns when drawing. <ul style="list-style-type: none"> Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. 			Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours,		Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour.

Deddington Church of England Primary School Art and Design Curriculum overview

		<ul style="list-style-type: none"> Combine materials when drawing. 			<p>patterns and compositions when combining materials in collage.</p>		
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		Term 1	TERM 1	TERM 3	TERM 4	TERM 5	TERM 6
Year 1	Topic		Drawing		Sculpture and 3D		Painting and Mixed Media Colour splash
			Make your mark		Paper Play		
	'I Know' The knowledge to be learnt		That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.				
	Key Vocabulary		Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk		Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine		Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick
	'I can' The skills to be developed		Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing		Roll and fold paper. • Cut shapes from paper and card. • Cut and glue paper to make 3D structures. • Decide the best way to glue something. • Create a variety of shapes in paper, eg spiral, zig-zag. • Make larger structures using newspaper rolls.		Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.

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		TERM 1	Term 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 2	Topic	Craft and Design Map it out		Painting and mixed media Life in colour		Sculpture and 3D Clayhouses	
	'I Know' The knowledge to be learnt						
	Key Vocabulary	Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate		Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick		Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing	
	'I can' The skills to be developed	<ul style="list-style-type: none"> Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for adapting prints into 2D or 3D artworks. 		<ul style="list-style-type: none"> Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it. 		<ul style="list-style-type: none"> Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay. 	

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		Term 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 3	Topic		Drawing Growing artists		Craft and Design Ancient Egyptian scrolls		Sculpture and 3D Abstract shape and space
	'I Know' The knowledge to be learnt				That layering materials in opposite directions make the handmade paper stronger.		
	Key Vocabulary		Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder		Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform		Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving
	'I can' The skills to be developed		<ul style="list-style-type: none"> • Use shapes identified within in objects as a method to draw. • Create tone by shading. • Achieve even tones when shading. • Make texture rubbings. • Create art from textured paper. • Hold and use a pencil to shade. • Tear and shape paper. • Use paper shapes to create a drawing. • Use drawing tools to take a rubbing. • Make careful observations to accurately draw an object. • Create abstract compositions to draw more expressively. 		Use a sketchbook to research a subject using different techniques and materials to present ideas. <ul style="list-style-type: none"> • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information. 		Join 2D shapes to make a 3D form. <ul style="list-style-type: none"> • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture.

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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 4	Topic	Drawing Shade, tone, proportion and texture		Painting and mixed media Light and dark		Sculpture and 3D Mega materials	
	'I Know' The knowledge to be learnt	Lighter and darker tints and shades of colour can create a 3D effect. That thicker or thinner lines can add expression or movement to a drawing. That tone can be used to create contrast in artwork.		That adding white to a colour creates a tint and adding black creates a shade. That adding tints and shades gives a 3D effect when painting.		That ideas can be developed through drawing and visualisation in 2D. That shape and form can be created by carving. That shapes can be formed and joined in wire. How a sculpture is displayed has an effect on the viewer	
	Key Vocabulary	Contrast, observational drawing, shading, shadow, tone, gradient, three dimensional (3d), proportion, symmetry, pattern, composition, precision, mixed media, highlight, collage, combine, parallel, hatching, crosshatching, viewfinder, collaborate, collaboratively, abstract, figurative		Portrait, landscape, shadow, tint, shade, texture, contrasting, vivid, muted, formal, patterned, abstract, detailed, figurative, three-dimensional (3d), grid, technique, mark-making, composition, dabbing paint, stippling paint, paint wash		Form, shape, organic, sculpture, ceramics, two-dimensional (2D) three-dimensional (3D), abstract, surface, carving, bending, joining, twisting, wire, recycled, weaving	
	'I can' The skills to be developed	Use pencils of different grades to shade and add tone. ● Hold a pencil with varying pressure to create different marks. ● Use observation and sketch objects quickly. ● Draw objects in proportion to each other. ● Use lighter and darker tints and shades of colour to create 3D ● Draw more accurately in relative to size/proportion. ● Recognise whether something is in the foreground or background of a composition and how size can show distance.		Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials		Use my whole arm to draw big shapes. ● Use curved lines to suggest three dimensional shapes. ● Name key features of Magdalene Odundo's artwork. ● Draw a simple design for a 3D piece. ● Use tools and my hands to carve, model and refine a sculpture ● Work safely with carving tools. ● Bend wire to make shapes, join wire by twisting and looping it, add detail using smaller pieces of wire and work safely with equipment. ● Explore combinations of colour and texture. ● Plan how to display a sculpture.	

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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 5	Topic		Sculpture and 3D Interactive installation		Drawing I need space		Painting and mixed media Portraits
	'I Know' The knowledge to be learnt				What print effects different materials make.		
	Key Vocabulary		Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive				Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium
	'I can' The skills to be developed		Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display		Analyse an image that considers impact, audience and purpose. • Draw the same image in different ways with different materials and techniques. • Make a collagraph plate. • Make a collagraph print. • Develop drawn ideas for a print. • Combine techniques to create a final composition. • Decide what materials and tools to use based on experience and knowledge		Develop a drawing into a painting. • Create a drawing using text as lines and tone. • Experiment with materials and create different backgrounds to draw onto. • Use a photograph as a starting point for a mixed-media artwork. • Take an interesting portrait photograph, exploring different angles. • Adapt an image to create a new one. • Combine materials to create an effect. • Choose colours to represent an idea or atmosphere. • Develop a final composition from sketchbook ideas

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		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 6	Topic	Painting and mixed media study Artist Study		Drawing Make my voice heard		Sculpture and 3D Making memories	
	'I Know' The knowledge to be learnt			Gestural and expressive ways to make marks. • Effects different materials make. • The effects created when drawing into different surfaces			
	Key Vocabulary	abstract analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative		Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop		Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive	
	'I can' The skills to be developed	To understand how to find meaning in painting. To apply drama techniques to explore the meaning of a painting. To understand how art can tell stories or portray messages. To develop starting points for creative outcomes. To demonstrate an understanding of painting techniques to make personal choices.		Use symbolism as a way to create imagery. • Combine imagery into unique compositions. • Achieve the tonal technique called chiaroscuro. • Make handmade tools to draw with. • Use charcoal to create chiaroscuro effects.		Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural form	

Progressive knowledge overview by strand.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Explore mark making using a range of drawing materials.</p> <ul style="list-style-type: none"> Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing. 	<p>Hold and use drawing tools in different ways to create different lines and marks.</p> <ul style="list-style-type: none"> Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing 	<p>Use different materials and marks to replicate texture.</p> <ul style="list-style-type: none"> Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. Use marks and lines to show expression on faces. Make a concertina book. Use drawing to tell a story. Use charcoal to avoid snapping and to achieve different types of lines. Use drawing pens. 	<ul style="list-style-type: none"> Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Create abstract compositions to draw more expressively. 	<p>Use pencils of different grades to shade and add tone.</p> <ul style="list-style-type: none"> Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a 	<p>Analyse an image that considers impact, audience and purpose.</p> <ul style="list-style-type: none"> Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge 	<p>Use symbolism as a way to create imagery.</p> <ul style="list-style-type: none"> Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.

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					print. ● Create a monoprint		
Painting and Mixed Media	Explore paint, using hands as a tool. ● Describe colours and textures as they paint. ● Explore what happens when paint colours mix. ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage.	Combine primary coloured materials to make secondary colours. ● Mix secondary colours in paint. ● Choose suitable sized paint brushes. ● Clean a paintbrush to change colours. ● Print with objects, applying a suitable layer of paint to the printing surface. ● Overlap paint to mix new colours. ● Use blowing to create a paint effect. ● Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	Mix a variety of shades of a secondary colour. ● Make choices about amounts of paint to use when mixing a particular colour. ● Match colours seen around them. ● Create texture using different painting tools. ● Make textured paper to use in a collage. ● Choose and shape collage materials eg cutting, tearing. ● Compose a collage, arranging and overlapping pieces for contrast and effect. ● Add painted detail to a collage to enhance/improve it.	Use simple shapes to scale up a drawing to make it bigger. ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. ● Make natural paints using natural materials. ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours.	Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials	Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas	Use sketchbooks to research and present information. ● Develop ideas into a plan for a final piece. ● Make a personal response to the artwork of another artist. ● Use different methods to analyse artwork such as drama, discussion and questioning.
Sculpture and 3D	Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices.	Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures. ● Decide the best way to glue something. ● Create a variety of shapes	Smooth and flatten clay. ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay	Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape card in	Use their arm to draw 3D objects on a large scale. ● Sculpt soap from a drawn design. ● Smooth the surface of soap using water when carving. ● Join	Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. ● Try out ideas on a small scale to assess	Translate a 2D image into a 3D form. ● Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). ● Manipulate

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	<ul style="list-style-type: none"> Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour. 	<p>in paper, eg spiral, zig-zag.</p> <ul style="list-style-type: none"> Make larger structures using newspaper rolls. 	<p>pieces using slip.</p> <ul style="list-style-type: none"> Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay. 	<p>different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <ul style="list-style-type: none"> Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping. Add surface detail to a sculpture using colour or texture. Display sculpture. 	<p>wire to make shapes by twisting and looping pieces together.</p> <ul style="list-style-type: none"> Create a neat line in wire by cutting and twisting the end onto the main piece. Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to display a 3D piece and choose the most effective. 	<p>their effect.</p> <ul style="list-style-type: none"> Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display 	<p>cardboard to create different textures.</p> <ul style="list-style-type: none"> Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural form
<p>Craft and Design</p>	<p>:</p> <ul style="list-style-type: none"> Explore differences when cutting a variety of materials. Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. Follow lines when cutting. Experiment with threading objects, holding equipment steady to do so. Explore techniques for joining paper and card eg stick, clip, tie, tape. Apply craft skills eg. cutting, threading, folding to make their own artworks. Design something on paper ready to make in three dimensions. 	<p>Wrap objects/shapes with wool.</p> <ul style="list-style-type: none"> Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots. Weave with paper on a paper loom. Weave using a combination of materials. 	<p>Draw a map to illustrate a journey.</p> <ul style="list-style-type: none"> Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try 	<p>Use a sketchbook to research a subject using different techniques and materials to present ideas.</p> <ul style="list-style-type: none"> Construct a new paper material using paper, water and glue Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll. Make a zine. Use a zine to present information. 	<p>Select imagery and use as inspiration for a design project.</p> <ul style="list-style-type: none"> To know how to make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to docs on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create patterns on 		<p>Create a photomontage.</p> <ul style="list-style-type: none"> Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing.

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			out a variety of ideas for adapting prints into 2D or 3D artworks.		fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece.		
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